DOCUMENT RESUME

ED 182 023 PS 011 175

TITLE Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.
INSTITUTION Atlanta Teacher Corps Consortium, Ga.
PUB DATE [78]
NOTE 78p.: Pages 105-109 of the original document are copyrighted and therefore not available. They are not included in the pagination
AVAILABLE FROM Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Atlanta, GA 30315 ($1.00: 10 or more copies, $0.50 each)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Class Organization; Classroom Communication; Classroom Environment; *Classroom Techniques; *Discipline; Discipline Problems; Elementary Secondary Education; Humanistic Education; *Learning Activities; Performance Contracts; Role Playing; Self Concept; Self Evaluation; Student Behavior; Student Interests; *Student Teacher Relationship; *Teaching Techniques; Urban Education

ABSTRACT

Techniques and activities for effective classroom management are presented in this module. The stated objectives of the module are to promote appropriate student behavior, to develop good interpersonal relationships and a positive socioemotional climate, and to establish and maintain a productive classroom organization. Samples of pre-post assessment instruments are included for student self-evaluation, student interest inventory, and teacher or administrator self-evaluation. A profile of the typical disruptive student is also included. Learning tasks and activities are presented for brainstorming, role playing, contracting, utilizing a rewards program, employing a buddy system, communicating, clarifying values, exploring self concept (Maslow), and following a positive discipline model (Glasser). Types of control techniques are examined briefly and classroom organization is touched upon. General tips for being a good classroom manager and specific tips for managing inner city classrooms are offered. A list of printed and audio-visual resources is included. (JMB)

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CLASSROOM MANAGEMENT: TEACHING TECHNIQUES AND STRATEGIES FOR DEALING WITH DISCIPLINE PROBLEMS

PS 011175

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MODULE IV

CLASSROOM MANAGEMENT: TEACHING TECHNIQUES AND STRATEGIES

FOR

DEALING WITH DISCIPLINE PROBLEMS

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I. INTRODUCTION

Research of the literature on teaching reveals five rather different definitions of the term "classroom management." These five approaches outlined by Cooper and others are presented below.

- The authoritarian approach views classroom management as the process of controlling student behavior. Primary emphasis is on preserving order and maintaining control through the use of discipline. Often, discipline and classroom management are seen as synonymous terms by advocates of this approach.
- The permissive approach, in direct contrast to the authoritarian approach, places the teacher in the role of maximizing student freedom - helping students feel free to do what they want, whenever they want: students' natural development must never be inhibited. Some advocates of this approach find the notion of "management" contradictary to their philosophy of schooling.
- The behavior modification approach views classroom management as a system wherein the teacher helps the student learn appropriate behavior by applying principles derived from theories of reinforcement.
- The positive socioemotional climate - creating approach to classroom management is one whereby learning is maximized from good interpersonal relationships - both teacher-student and student-student. The teacher is the key to those relationships.
- The classroom organization viewpoint perceives the classroom to be a social system in which group processes are of major importance. The nature and behavior of the classroom group significantly affect learning, even though learning is seen as an individual process.

The designers of this module concur with Cooper and others in their contention that behavior modification, socioemotional climate, and classroom organization are the three most effective approaches to classroom management. Therefore, activities and strategies supportive of these approaches have been designed.

II. PURPOSE

To provide some techniques and strategies for effective use in classroom management.

III. RATIONALE

Although some theorists in education subscribe to the belief that student behavior in the classroom is more managerial than instructional, few educationists--if any--would deny that the way teachers relate or interact with their students affects how students feel about themselves and how much they achieve in school. The module which has been developed, therefore, contains activities supportive of this human relations approach.

IV. OBJECTIVES

A. To promote appropriate student behavior--and eliminate inappropriate student behavior.

B. To develop good interpersonal relationships and a positive socio-emotional climate.

C. To establish and maintain a productive classroom organization.

V. PREREQUISITES

A. Knowledge of the Atlanta Public Schools Discipline Guidelines.

B. Desirous of improving classroom management.

PRE/POST ASSESSMENT

Student's Self Evaluation #1

Answer each question below by circling either

Always, Sometimes or Never

1. Are you ever involved in fights?

   Always Sometimes Never

2. Are you constantly late getting to school or class?

   Always Sometimes Never

3. How often are you absent from school without a legal excuse?

   Always Sometimes Never

4. Do you participate in group activities?

   Always Sometimes Never

5. Do you finish assignment on time?

   Always Sometimes Never

6. Do you have a working relationship with your friends?

   Always Sometimes Never

7. Do you enjoy role playing?

   Always Sometimes Never

8. Are you a brainstormer?

   Always Sometimes Never

9. Are you ever rewarded for good behavior?

   Always Sometimes Never

10. Do you contract for grades or good behavior?

    Always Sometimes Never

11. Do you demonstrate negative or disruptive behavior?

    Always Sometimes Never

Pre/Post Assessment
Student's Self Evaluation #1

12. Are you an organizer?

Always Sometimes Never

13. Do you cut classes?

Always Sometimes Never

14. Do you accept responsibility for your behavior?

Always Sometimes Never

15. Do you feel school is a hostile place?

Always Sometimes Never

16. Do you like most sports?

Always Sometimes Never

17. Do you participate in most sports?

Always Sometimes Never

18. Do you participate in school clubs?

Always Sometimes Never

19. Are you pleased with your grades?

Always Sometimes Never

20. Are there two parents in your home?

Always Sometimes Never

21. Do you feel good about yourself?

Always Sometimes Never

PRE/POST ASSESSMENT

Student's Self Evaluation #2

Circle either "A" or "D" before each statement depending on whether you "A" Agree or "D" Disagree.

A D 1. Brainstorming is an effective technique for finding solutions to problems.

A D 2. Role playing can be used to solve problems.

A D 3. A contract is an agreement.

A D 4. Points or tickets may be used as tokens in the classroom.

A D 5. The student must decide how he/she will be rewarded and how the rewards will be recorded.

A D 6. The student writes his/her own contract.

A D. 7. The buddy system helps a student to become a better student.

A D 8. The physical environment of a classroom can affect the behavior of students.

A D 9. Brainstorming can be used to find causes of conflict.

A D 10. Working together on a common problem helps to develop a sense of togetherness and support within a group.

A D 11. The student should help the teacher make decisions pertaining to class activities.

A D 12. The student should feel good about himself.

A D 13. Students should be allowed to choose freely those things they like to do.

INTEREST INVENTORY

(PRIMARY)

ORAL OR WRITTEN FORM

NAME _____ GRADE _____ TEACHER _____ DATE _____

1. What is the name of your favorite book which someone has read aloud to you? _____
2. What is the name of your favorite book or story which you have read for yourself? _____
3. What kind of stories and books do you like to hear read aloud to you?

_____

4. Have you ever been to the library with your mother or father or your brother or sister? _____
5. What are the names of some books which you have at your home? _____

_____

6. What are the names of your favorite television programs? _____

_____

7. Do you read the funny paper at home? _____ What is the name of your favorite comic book? _____
8. What do you really like best about school? _____

_____

9. What do you like to do on Saturday? _____
10. What kind of games do you like to play? _____
11. Do you collect anything? If you do, what kind of things do you like to collect? _____
12. Do you enjoy reading for fun? _____
13. Where does your family like to go for summer vacation? _____

_____

14. What do you like to do best with your mother? (father)? _____

INFORMAL INTEREST INVENTORY
(Elementary and Secondary)

NAME_____ DATE_____

1. Do you like to read?

   Very much Some Not very much Not at all

2. How much do you read at home?

   Very much Some Not very much Not at all

3. How much do your parents and brothers and sisters read to you?

   Very much Some Not very much Not at all

4. How much do your mother and father read at home?

   Very much Some Not very much Not at all

5. How many books of your own do you have at home?

   None 1-9 1-19 20-29 30-39 40-49 50 or more

6. How many friends do you have?

   Very many Some Not very many None

7. How much time do you spend each day watching television?

   Very much Some Not very much None

8. How much time do you spend each day listening to radio?

   Very much Some Not very much None

9. How well do you like school?

   Very much Some Not very much None

10. Do you have a hobby?_____ If so, what?_____

11. What do you like to read about?_____

12. What is your favorite television program?_____

13. What do you like to do best at home?_____

14. What do you like to do least at home?_____

15. What do you like to do best at school?_____

16. What do you like to do least at school?_____

17. If you could do anything you wanted to do, what would it be?

_____

18. What do you want to be when you grow up?_____

INTEREST INVENTORY

INTERMEDIATE

NAME _____ GRADE _____ TEACHER _____ DATE _____

1. How much do you like to read?

   very much _____
   quite a lot _____
   not very much _____
   Not at all _____

2. What are the titles of several books which you really enjoyed?

   _____

3. What are the titles of some of the books in your home? _____

   _____

4. Do you have a library card? _____

5. How many books have you checked out from the library during the last month? _____

6. What part of the newspaper do you like to read best?

   comic section _____
   sport section _____
   society section _____
   editorials _____
   letters to the editor ___

7. What magazines do you read regularly? _____

   _____

8. What type of comic books do you enjoy reading? _____

   _____

9. What are the names of your three favorite television programs?

   _____

   _____

10. What sports do you like to watch on television? _____

    _____

11. What do you usually do after school? _____

12. Of all the things which you do after school, what one thing do you like to do best? _____

13. What do you often do on Saturday? _____

14. Of all of the things you do on Saturday, what one thing do you like to do best? _____

15. What kind of hobbies do you have? _____

_____

16. Do you have any collections? If you do, what do you collect?

_____

17. What do you want to be when you grow up? _____

_____

18. Where do you usually go on vacation with your family? _____

_____

19. Have you ever gone to camp in the summer? If you have, what did you enjoy the most about camp? _____

20. What other states have you visited? _____

_____

INFORMATION ABOUT ME AND MY INTEREST (SECONDARY)

FAMILY:

My name is _____. I live at _____.

I have _____ brothers and _____ sisters. Their ages are _____.

My father and I like to _____.

My mother and I like to _____.

The thing I like to do best at home is _____.

The thing I like to do least at home is _____.

I help at home by _____.

FRIENDS:

My best friend is _____. I have (many, few) friends.

I like this best friend because _____.

My friends and I play _____.

READING:

I like to read about _____.

The best book I ever read was _____.

I have _____ books of my own. I like (books, comic) best.

My favorite magazine is _____.

PLAY TIME:

I see _____movies each week. The best movie I ever saw was _____.

I listen to _____ radio programs a day. My favorite program is _____

_____.

I (do, do not) have television at home. I see _____ television programs each day. My favorite television program is _____.

One of my hobbies is _____.

WISHES AND WORRIES:

I do not like _____.

I am afraid of _____.

My biggest worry is _____

When I finish school, I want to be _____

If I could have three wishes and they could come true, I would wish for:

(1) _____

(2) _____

(3) _____

//

PERSONALITY INVENTORY (SECONDARY)

1. I like .....
2. The happiest time .....
3. I want to know .....
4. Back home .....
5. I regret .....
6. At bedtime .....
7. Boys .....
8. The best .....
9. What annoys me .....
10. People .....
11. Other people .....
12. I feel .....
13. My greatest fear .....
14. In high school .....
15. I can't .....
16. Reading .....
17. The future .....
18. The only trouble .....
19. I secretly .....
20. My greatest worry is .....

TEACHER'S OR ADMINISTRATOR'S

Pre/Post Assessment

Place an (X) before each objective which is stated in terms of observable student behavior. Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective ?

_____1. The student uses brainstorming as a means of preventing negative or disruptive behavior.

_____2. The student accepts rewards each time he does not exhibit negative or disruptive behavior.

_____3. The student designs a survey on absenteeism in his/her school.

_____4. The student uses the results of the survey to find out the causes of absenteeism.

_____5. The student participates in individual and group planning with the teacher to promote better pupil-teacher relationship.

_____6. The student demonstrates an appreciation for good classroom organization.

_____7. The student participates in role playing.

_____8. The student is skilled in writing his/her own contract.

_____9. The student participates in the buddy system.

_____10. The student's feeling of self worth improves through individual and group projects in the classroom.

PROFILE OF A TYPICAL DISRUPTIVE STUDENT

Purpose - To provide identification and description of social attitudes, academic performance and home environmental conditions common to many disruptive students which can be used for curriculum planning and for specialized intervention.

PERSONAL	Age Range: 13-17- Member of a minority group
HOME LIFE	Single parent home; foster home; low income families
INTERPERSONAL RELATIONS	Experiences repeated conflicts with teachers and/or students; difficulty in adjusting to adults, particularly "authority" figures; socially mature
EDUCATIONAL STATUS	Academic achievement generally low; Enrolled in basic classes; frequent disciplinary referrals to school administration; often absent and tardy to class; cuts one or more class periods during the day; prone to drop out of school; on free/reduced lunch.
ATTITUDE	Feels school is a "hostile" place; fluctuates between periods of being withdrawn and outspoken; expresses a lack of identity with school environs; has difficulty in accepting responsibility for own behavior
SCHOOL ACTIVITY PROGRAM	Likes sports both as a spectator and participant; nonparticipant in clubs and other school organizations

Note: Compare results of student's self-evaluation #1 with characteristics on this profile.

(ESAA Human Relations Project SAVE, Tampa, Florida.)

BRAINSTORMING

Brainstorming is an effective technique for gathering ideas about a specific issue or problem. The problem is stated and then a key question is asked, i.e. "What could _____ do in this situation?" Then the group should throw out ideas without discussing or criticizing them. The atmosphere should be totally non-judging. It does not matter how crazy the idea seems; throw it out anyway. This attitude helps to bring out unusual ideas that may turn out to be very attractive. By objectifying and showing that ideas are only ideas and not necessarily reflections of people, an open atmosphere results. Someone should record all of the ideas on a chalkboard or newsprint pad where they may be observed by everyone. After people have exhausted their suggestions, the list should be reviewed. Categorize and simplify it, if appropriate. Ideas which seem relevant should be discussed in further detail.

Brainstorming can be used to find solutions to problems, to define problems, to find out what problems children would like to work on, to find causes of conflict, or it can be integrated into the curriculum, USE IT WHENEVER YOU FEEL THAT IT FITS BEST.

This is community-building because working together on common problems helps to develop a sense of cohesiveness and support within a group.

ROLE PLAYING

Role playing is primarily used in solving problems involving a relationship between two or more persons.

Role playing situations offer students a means of looking at problems from different perspectives from the eyes of different people. They are able to experience the effect of their actions from the perspective of another person.

Strategy

1. Prepare the class. A real problem should be identified. Example: An argument over paper.

2. Select participants.

3. Prepare the audience. The value of discussion depends on the meaning the audience receives from watching.

4. Enact the play. The play may be very short or very long.

5. Discuss the play (teacher led discussion). The discussion should focus on identifying different ways of behaving in a specific problem situation.

6. Re-enact the play. The same actors may try playing different roles or new actors may be chosen to try a variety of different approaches.

7. Generalize the experience. This is the most critical step because it helps students generalize from the play to their lives. Discussion follows last.

Activity

Example: An Argument Over Paper.

Situation:
Students go to music.
One student misplaces paper and accuses another student of taking it.
Student confronts other student about paper, after returning to homeroom.
Argument develops.

- Teacher prepares class by identifying the problem.

- Students set up and role play the situation.

- Discussion by group and teacher in order to bring about a solution.

Follow-up Questions

1. What is the problem as you see it?

2. Why did it happen?

3. What would you have done in this situation?

4. How could this have been avoided?

5. What have you learned from this problem?

Note: Teacher may choose other role playing situations, depending on problem.

CONTRACTING

A contract attempts to close the gap between what the teacher wants and what the student is willing to do to achieve it. This is an agreement between the student and the teacher based upon the student's needs.

The student and the teacher must be in agreement on the purpose and the tasks in the contract, and both should sign it. It is important to agree on a definite time for the contract to be completed. (1 week, 2 weeks, 1 month).

The student may write his/her own contract or use the ones provided in this module.

For example - I, (student's name), agree to work ten (10) mathematic problems each day in class for one week. For problem (each) over ten (10), I can earn one (1) minute of in-class reading time.

Date_____ Signed __(student's name)_____

Signed __(teacher's name)_____

A contract can be viewed as an effective tool for individualizing instruction in any given area.

STUDENT CONTRACT

A signed, written agreement between student and teacher (or parent), specifying exact task(s) student is to complete and reward he will receive when he does so. Below is an example, though the exact form is not as important as the student and teacher's mutual understanding of the responsibility it specifies.

CONTRACT

Teacher's Copy

_____
Student's Name

_____
Date

_____
Reward

CONTRACT

Student's Copy _____
Date

I, _____

understand that I will receive _____

_____after completion of

_____

and _____as a bonus if completed

by _____.

_____
Student's Signature

_____
Teacher's Signature

_____'s

Good Citizen Contract

I think I can _____

_____ by _____

If I do, I will be able to _____

_____

Teacher will help by _____

_____

_____ Student _____ Teacher _____ date

If _____

_____ by _____

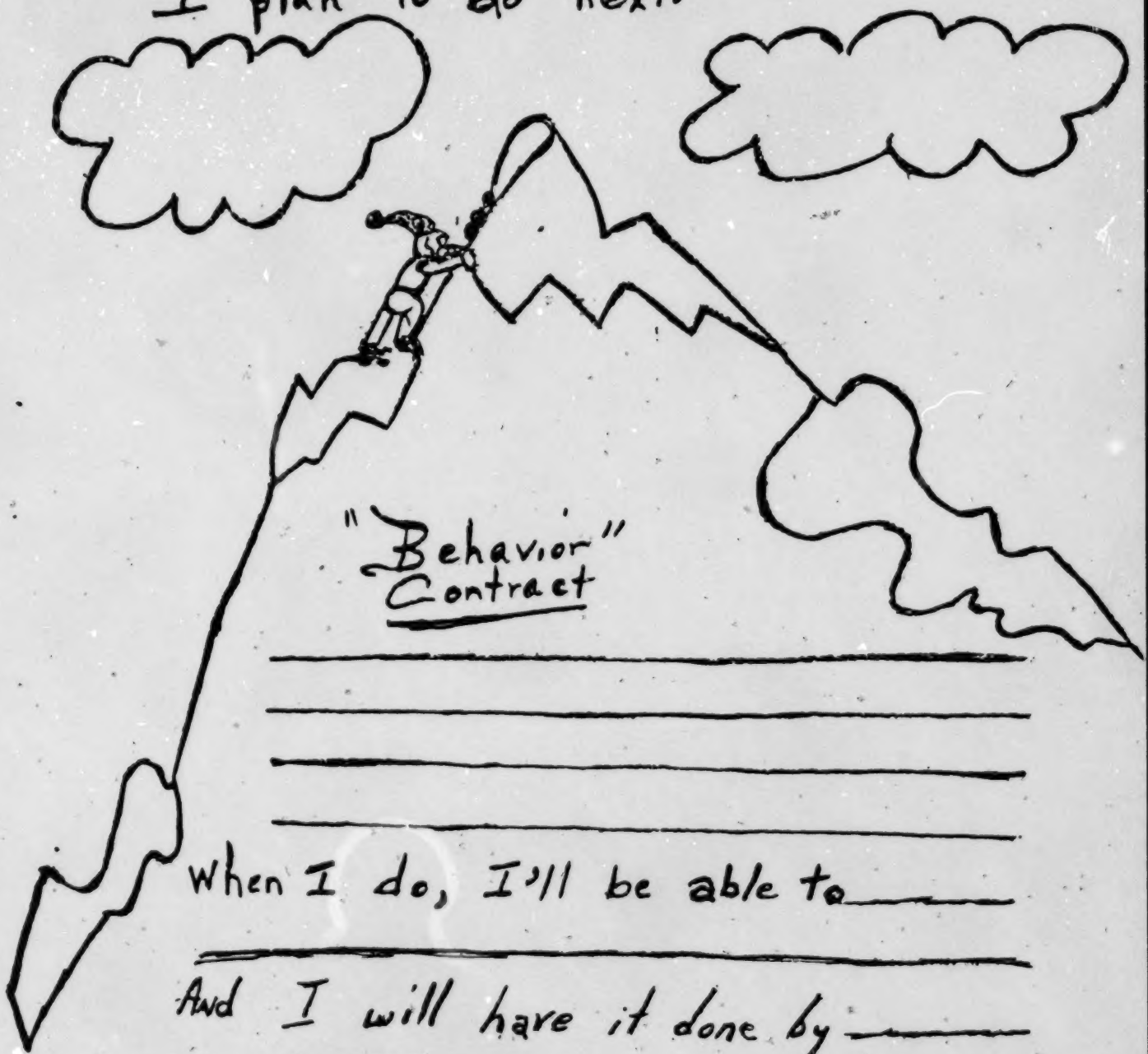
Then _____

_____

_____ Student _____ Teacher _____ date

Look At Me

And if thats not enough, here is what I plan to do next:



"Behavior" Contract

_____

_____

_____

_____

When I do, I'll be able to _____

_____

And I will have it done by _____

_____ _____ _____ _____

date student witness Teacher or Contractee

SAMPLE CONTRACT

Student John Doe Date February 9

Teacher Mary Smith

Target Behavior completing math problems correctly

Acceleration Agreement

For every correct math problem completed during the daily math period

you will receive one poker chip.

When you have earned 12 tokens, they can be exchanged for

your choice of a reinforcer from the reinforcement menu.

As soon as you earn 60 tokens, you will earn a bonus reinforcer.

Deceleration Agreement

If you are off-task, out of your seat (talking, teasing, or fighting with other students)

I, Mrs. Smith, will flash a yellow warning signal. If you persist, I will show the red card, and you must go to time-out for five minutes.

If you question or argue, you must go to time-out for ten minutes.

If you refuse to go to time-out, you must have conference with teacher and/or principal after school.

Expiration Date: _____ Signed _____
(student)

_____
(teacher)

SAMPLE CONTRACT

Student _____ Date _____

Teacher _____

Target Behavior _____

Acceleration Agreement

For _____

you will receive _____.

When you have earned _____, they can be exchanged for

_____.

As soon as you earn _____tokens, you will earn _____.

Deceleration Agreement

If you are _____

_____

I, _____

_____

If you question or argue, _____

If you refuse to go to time-out, _____

_____

Expiration Date: _____ Signed _____
(student)

_____
(teacher)

RESPONSIBILITY CONTRACT

The undersigned _____ hereby agrees to undertake the following privileges:

_____

_____

_____

_____

for which he/she shall receive upon successful completion of his responsibility certain privileges, stated below:

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

This contract shall be binding for the week of _____

DATE SIGNED: _____ STUDENT: _____

RENEGOTATION DATE _____ TEACHER: _____

REWARDS PROGRAM

Desist techniques (Behavior Modification) that use rewards are based on the notion that behavior that is rewarded will persist while behavior that is unrewarded will be eliminated. The kinds of events that are rewarding depend heavily upon the developmental stage of a student. Rewards may be in the forms of: (1) primary reinforcers such as candy, first choice of play equipment, small gift, choice of extracurricular activities, or seeing a movie. These reinforcers directly meet physiological and/or psychological needs. (2) Secondary reinforcers such as tokens in the form of points or tickets will enable the student to purchase a primary reinforcer. An example is - six tickets enable a student to see a movie on Friday, three tickets are needed to get a gum drop.

Four things must be considered in the planning of the use of rewards. They are:

(1) Clear Definition of Desired Behavior. The behavior desired should be clear to the student and observable to the teacher.

(2) Identifying a Suitable Reward. The item or items selected as a reward must be something the student desires. Some possible rewards are:

Elementary

a. Toys - such as balloons, model airplanes, stuffed animals.

b. Awards - such as ribbons, badges, stickers, a "happygram" sent to parents.

High

a. The teacher might determine a suitable reward by asking a student what he/she would like. (See Positive Discipline, A.V. Kit - Part II for other rewards).

(3) System for Dispensing Rewards. The teacher must decide how the student will be rewarded, and how the rewards will be recorded. The teacher might keep a record sheet on which a mark is made each time the student exhibits the desired behavior.

The student might keep a record sheet on which the teacher makes a mark or the student makes a mark when the teacher gives a sign.

The reward procedure must provide for two critical characteristics of effective reward techniques. They are:

a. Consistency - These are more easily achieved with secondary reinforcers than with primary ones.

b. Promptness - The student should be rewarded each time the desired behavior is observed. The technique loses its effectiveness if the reward is given intermittently, for that encourages gambling.

(4) Periodic Planning and Evaluation Conferences with Student. A weekly or bi-weekly conference with the student (or class depending on the object of the techniques) should be held to discuss how the program is going. The desirability of the reward and payment procedures should be discussed, and possibly changed.

A reward program can be conducted successfully if careful consideration is given to the following:

(1) Effective planning and organization.

(2) Fairness.

(3) Lack of emotional involvement and sympathy.

(4) Firmness.

(5) Consistency.

Activity (An Example)

Attendance

(1) Teacher identifies attendance problem.

(2) Students are divided into groups.

(3) Students choose name for their group.

(4) Groups will compete for best attendance during the school month.

(5) Group(s) with best attendance at the end of each month receives small token - - examples'- pencils, paper, coloring books, toys, etc.

(6) Teacher makes one chart listing names by groups. Each group's stars will be a different color.

65 WAYS TO SAY "GOOD FOR YOU"

BY EDWARD S. KUBANY

Everyone knows that a little praise goes a long way in any classroom. But "a little praise" really needs to be something more than the same few phrases repeated over and over ad nauseum. Your students need more than the traditional "Good". "Very good" and "Fine" if encouragement is in the cards. Here are some additional possibilities:

That's really nice.
Thank you very much.
Wow !
That's great.
I like the way you're working.
Keep up the good work.
Everyone's working so hard.
That's quite an improvement.
Much Better.
Keep it up.
It's a pleasure to teach when you work like this.
Good job.
What neat work.
You really outdid yourself today.
This kind of work pleases me very much.
Congratulations. You only missed _____.
That's right. Good for you.
Terrific.
I bet your Mom and Dad would be proud to see the job you did on this.
Beautiful.
I'm very proud of the way you worked (are working) today.
Excellent work.
I appreciate your help.
Very good. Why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.)
Marvelous.
Groovy.
Right on.
For sure.
Sharp.
That looks like it's going to be a great report.
I like the way Tom is working.
My Goodness, how impressive !
You're on the right track now.
That's "A" work.
John is in line.
Mary is waiting quietly.
Dickie got right down to work.
Ann is paying attention.
It looks like you put a lot of work into this.
That's clever.
Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.
Now you've figured it out.
Clifford has it.
That's the right answer.
Now you've got the hang of it.
Exactly right.
Super.
Superior work.
That's a good point.
That's a very good observation.
That certainly is one way of looking at it.
That's an interesting point of view.
Thank you for raising your hand, Charles. What is it?
Sherrie is really going to town.
You've got it now.
Out of sight.
Nice going.
Far out.
You make it look easy.
That's coming along nicely.
I like the way Bill (the class) has settled down.

Dr. Kubany is a clinical psychologist with the Diamond Head Mental Health Center, Honolulu.

COOL It!

_____ gets ____ minutes of free time

For Working Like A Dog!

_____ can take ____ minutes of free time

You And A Friend

may have ____ minutes of free time

_____
Name

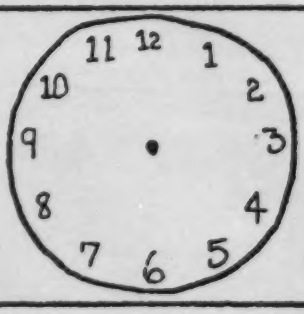
Just Hopping To Tell You

_____ can take ____ minutes of free time

Witch" activity will _____ Choose?

you have earned ____ minutes of free time

TIME'S UP



Name

.62

I DON'T CARE TO WORK PASS

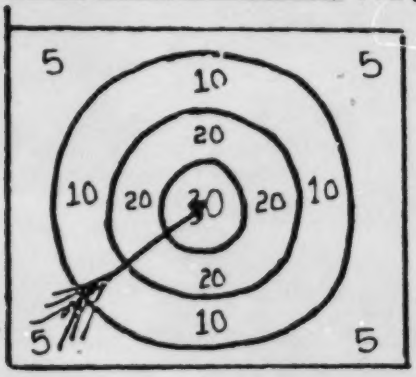
_____ gets _____ minutes of free time

HAPPY DAY!!!

_____ can take _____ minutes of free time

BULLS EYE!

_____ has earned _____ minutes of free time



For being So good

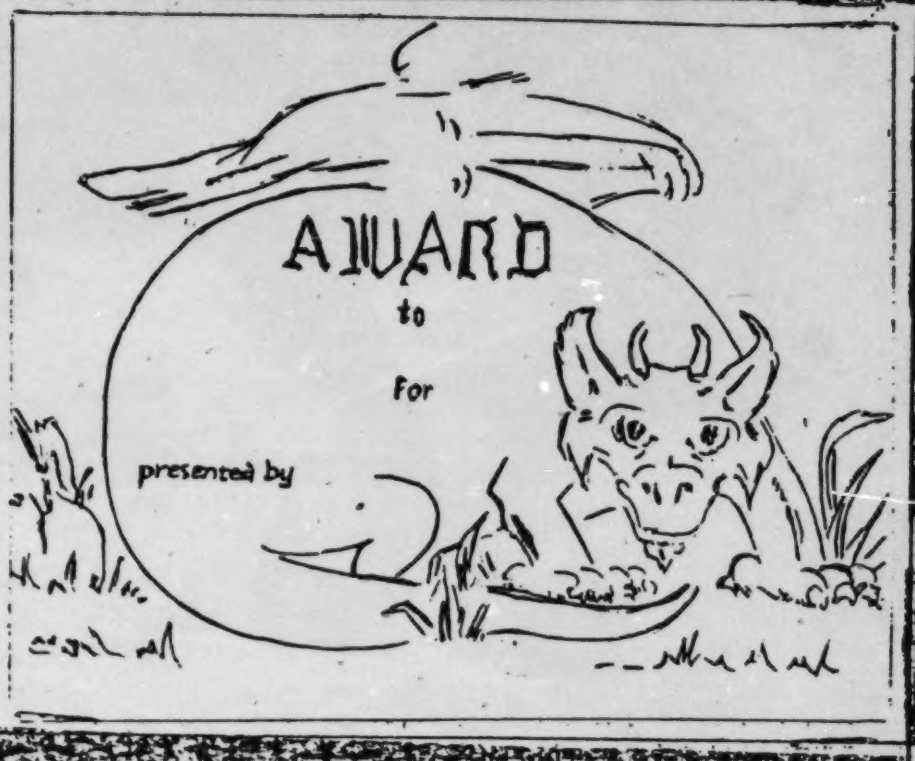
_____ is awarded ____ minutes of free time at the _____ center

No Homework Permit

_____ has earned one night without homework

You've really "jumped to it" and earned ____ minutes of free time

_____ Name

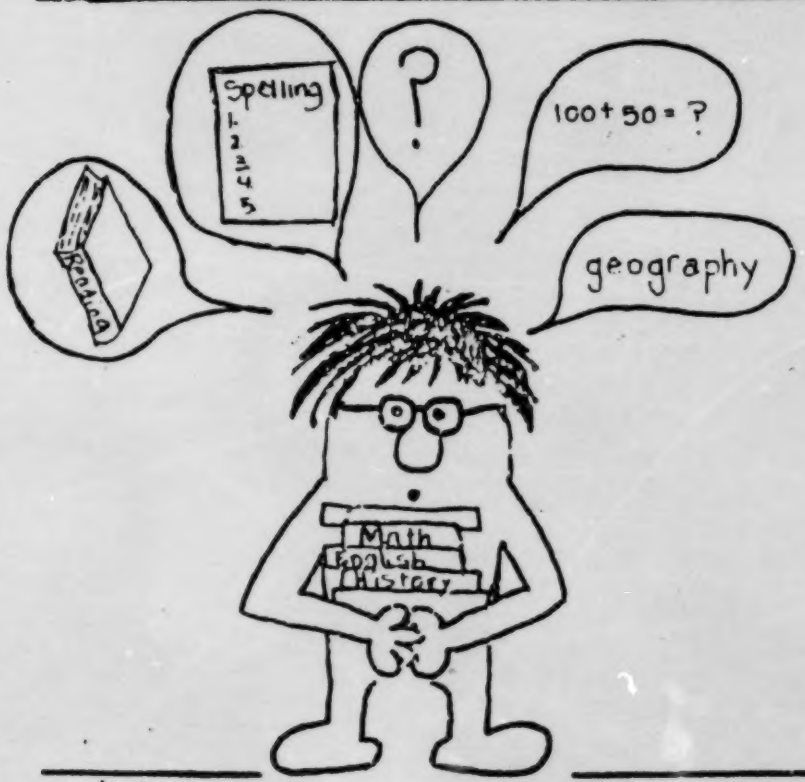

AWARD
to
for
presented by

A Flying Colors Award
to
for

To _____

Whose Brain Has Worked Overtime To Achieve Well in

_____



_____ date

_____ Signed

Special Buddy Award

Congratulations to

_____

for

_____

_____

_____

Signed _____

date _____

BUDDY SYSTEM

Definition

Two students responsible for each other in various ways.

Benefits

1. Gives a person a feeling that someone cares about him.
2. Provides an opportunity for establishing new friendships.
3. Provides a time for discussing problems with each other, which will enhance a positive class rapport.
4. Helps a student become a better student.

Examples

1. East Atlanta High School going to the Planetarium at Fulton High School - each buddy reminds the other to be quiet.
2. Drew Elementary School going to a play at the Atlanta Memorial Arts Center - helping to watch out for vandalism, pocketbooks, etc.
3. Murphy High School:
   a. Cooking classes going to demonstrations-helping to keep up with handout materials.
   b. Used in classroom to remind each other to bring books to class and to do homework.
   c. Used in the classroom to help a buddy when a gifted child finishes work early.

HUMAN RELATIONS

Human Relations, with its many approaches, can be an effective technique for preventing, as well as reducing disruptive behavior. Through these techniques, teachers can assist students in developing the kinds of social attitudes, communication skills and individual commitment that will aid them in becoming more responsible and productive students.

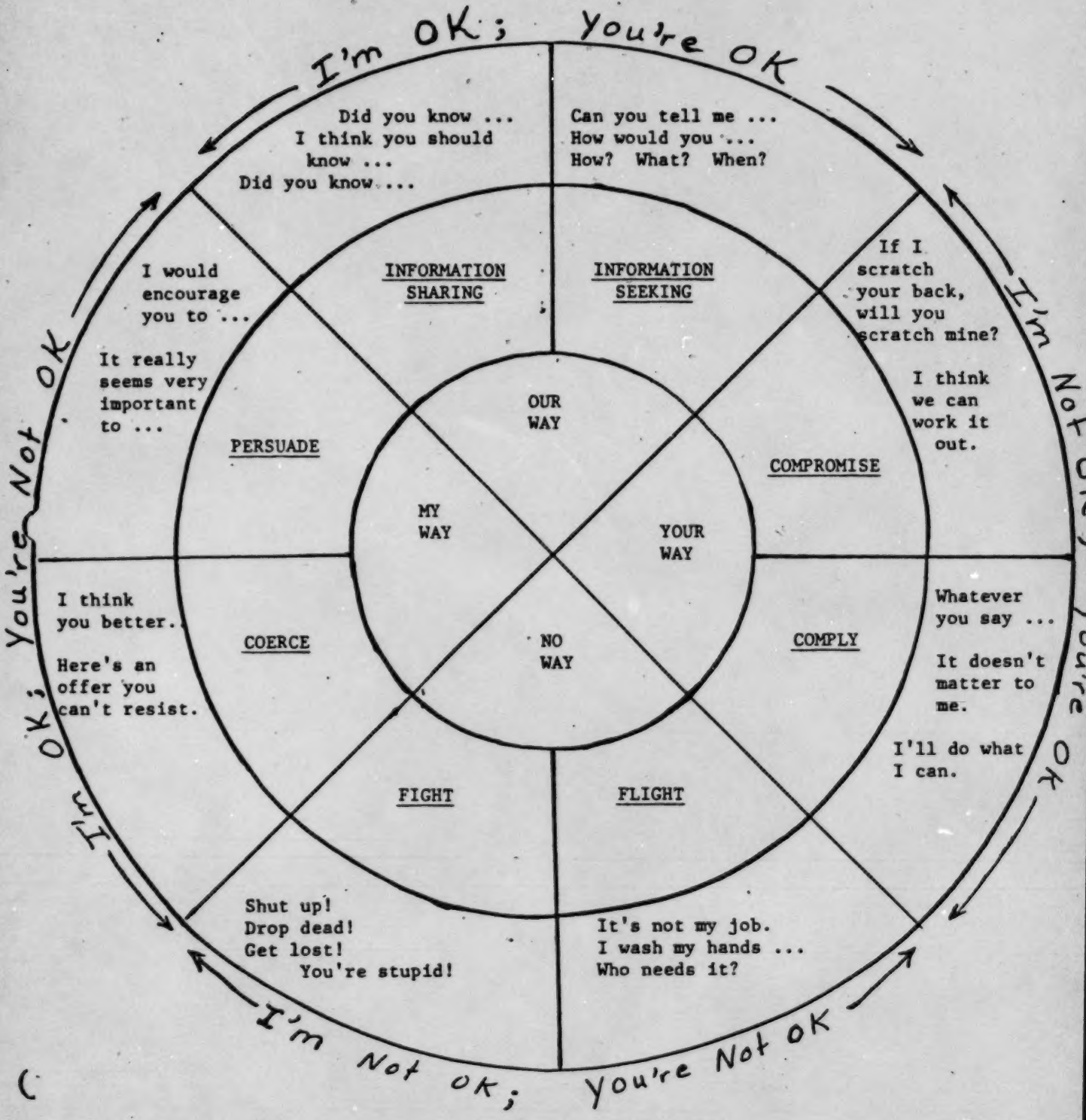
Communications

A teacher must be a sensitive listener - observer in both the verbal and nonverbal domains of communication if he/she is to effect positive student-teacher relations.

Verbal communication involves speech and the sharing of information between at least two people. A teacher sensitive to students' needs, encourages student involvement in the classroom decision-making. Where there is effective communication between students and teacher, the feeling is that the decision or solution is "Our Way." (See Communication Model which encourages student involvement). Marier has said, "The experimental evidence on group decisions thus far indicates that a solution worked out by a group is more acceptable to the group than one imposed on the group by an authority."

COMMUNICATION MODEL

Which Encourages Student Involvement


I'm OK; You're OK
Did you know ... I think you should know ... Did you know ...
Can you tell me ... How would you ... How? What? When?
I'm OK; You're Not OK
I would encourage you to ...
It really seems very important to ...
INFORMATION SHARING
INFORMATION SEEKING
If I scratch your back, will you scratch mine?
I think we can work it out.
OUR WAY
PERSUADE
COMPROMISE
MY WAY
YOUR WAY
I think you better.
Here's an offer you can't resist.
COERCE
NO WAY
COMPLY
Whatever you say ...
It doesn't matter to me.
I'll do what I can.
FIGHT
FLIGHT
Shut up!
Drop dead!
Get lost!
You're stupid!
It's not my job.
I wash my hands ...
Who needs it?
I'm Not OK; You're Not OK
I'm Not OK; You're OK

Prepared by USOE -- Region IV Resource Center, Miami, Florida

Non-verbal behavior (body language) is communication that does not involve speech. It is what one does with his eyes, facial expression, hands (gestures), etc. Non-verbal communication also involves touch, smell, sleeping (snoring), etc. It is constant: we are continuously transmitting messages for interpretation by those around us.

Non-verbal behavior is a key factor in communicating acceptance and sensitive listening. Students can easily tell from teachers' "body language" - eye contact, facial expressions, body posture, if the teacher is genuinely interested in what is being shared. If a student shares what to her/him is a traumatic experience, and the teacher rewards with a condescending smile, the results can be disastrous to sensitive trusting students.

Indeed, facilitative (active, reflective listening) - problem solving (catharsis, definition of problem, development of alternative solutions and evaluation of possible solutions) exacts from teachers sharp skill in both verbal and non-verbal communication.

YOU CAN DIAGNOSE AND PRESCRIBE SIMULTANEOUSLY!!

ACTIVITY I-STUDENT-TEACHER INTERACTION

SETH AND MS. FARRIS

Interaction	Comments
1. S: Ms. Farris, may I talk to you a minute?	
2. T: Sure, Seth. Let's step outside.	Expression of a positive interest in the student and his request.
3. S: Last night I got home late. When my mother asked me where I had been, I told her I had been at school helping you.	

Interaction			Comments
4.	T:	You told her you were assisting me here at school.	Reflective response intended to communicate to the student that the teacher is listening and is not angry at him. Because of Seth's obvious lie, this is a crucial response. Responses such as "Why did you do that?" or "But you weren't here helping me" would have threatened the student by calling for immediate justification of his behavior. The process of helping would have been inhibited, if not ended.
5.	S:	Yeah, I didn't mean to get you involved, but she was mad and that's all I could think of.	
6.	T:	Your mother was angry at you for getting home late.	Reflection of the student's reference to parent affect.
7.	S:	Was she! She started screaming at me the minute I walked in the door. I just couldn't stand to hear her yell at me.	
8.	T:	You don't like it when your mother yells at you.	Reflection of student affect to promote further disclosure of affect.
9.	S:	No, I don't. She calls me a bum - a worthless piece of trash. She just doesn't understand me.	
10.	T:	Your mother doesn't understand you.	Reflection of student content. Notice that the teacher chose to reflect the student's general concern at his mother's lack of understanding. This prompted Seth to talk more about his relationship with his mother. Reflection of the phrase dealing with the student's mother calling him names would have resulted in a discussion of these negative interactions, which seems less crucial at this time.

Interaction			Comments
11.	S:	No, she doesn't. I'd like her to be proud of me, but instead she's ashamed of me.	
12.	T:	It hurts you that your mother's ashamed of you.	Clarification of student response. The teacher focuses on the student's implied feeling of hurt, and this prompts further disclosure. A reflection such as "You'd like your mother to be proud of you" would also have been helpful but probably would not have prompted the same depth of response.
13.	S:	It sure does. I want her to love me so much (crying), but nothing I do is ever good enough! I try so hard to please her.	
14.	T:	You really want your mother's love, but nothing you do seems to please her.	Reflection of both the student's desire for his mother's love and his efforts to please her. The student can choose to respond to either of these: he chooses his attempts at pleasing his mother as the less threatening of the two.
15.	S:	Nothing. I try to do things to make her happy, but nothing seems to work. One day I went out and bought her an electric mixer - something she's wanted for a long time. All she did was yell at me for spending the money.	
16.	T:	Even when you do things that you think will please her, she's not satisfied.	Reflection of the student's general concern. Notice that the teacher avoids discussing the specific example of the mixer presented by the student.
17.	S:	That's right, I just don't know what to do.	

Interaction		Comments
18.	T: You need help with two problems right now. You're concerned about lying to your mother about being here last night, and at a deeper level you're worried that your mother doesn't love you because nothing you do seems to please her. Which do you want to talk about?	Summarizing response by the teacher. It says to the student "This is where we are. Where do you want to go from here?" Notice that the choice of direction is left up to the student.
19.	S: I'm really concerned about my relationship with my mother and how that might be improved. But I don't think we can do anything about that right now. Anyway, at this moment I'm really afraid of what my mother will say when she finds out that I lied to her.	
20.	T: You're afraid your mother will find out that you lied to her and that she'll be upset with you.	Reflection of what the student describes as his present concern. Notice that the teacher started by reflecting student affect.
21.	S: Yeah, I am. I think she'll call you. Then what will I do? She'll know I lied.	
22.	T: The problem that seems to be concerning you is the after-effect of your lying. Let's think of some way that you could control those effects.	Teacher reflects the problem and then shifts the focus to the listing of alternatives.
23.	S: Maybe my mother won't call you and that will avoid the whole problem. She would never find out that I lied.	
24.	T: She would never find out unless we told her.	A poor response by the teacher. It is threatening to the student, because it implies "I'm going to tell your mother that you lied." It puts distance between the teacher and student and causes the student to wonder.

Interaction			Comments
			"Why did I trust this person with my problem?" This response prompts defensiveness on the part of the student. Seth immediately feels inferior to the teacher and is asking her not to disclose his secret. A better response would have been "Maybe your mother will never call me; then this whole thing will blow over."
25.	S:	You wouldn't do that, would you? You wouldn't call her up and tell her?	
26.	T:	No, I wouldn't. Not unless you and I decided that was the best solution.	The teacher notices the student's defensive reaction. She tries to reassure him that she will not betray his trust. Ms. Farris is able to do this only because their relationship is firmly established.
27.	S:	Well, it's not. She'd be madder than ever finding out from you.	
28.	T:	How else might we attack this problem?	A teacher question that is an attempt to solicit student suggestions. Notice that the teacher has not suggested solutions.
29.	S:	I could tell her the truth - that I was really out playing ball with Mike Leonard. But she doesn't like Mike Leonard too well.	
30.	T:	Can you think of any other solutions?	The teacher prompts the student again for solutions.
31.	S:	Well, when she calls you, you could lie. You could tell her that I was here with you.	
32.	T:	Can you think of any other possibilities?	Another teacher prompt for student solutions.
33.	S:	I guess you could tell the truth if she calls.	

Interaction			Comments
34.	T:	Well, let's see. We've listed five possibilities. You could go home and tell your mother the truth, or I could call her up and try to explain the situation to her. We can hope she doesn't call me and just lets the whole thing blow over. And if she calls, I can either tell the truth or lie. Can you think of any others?	Summarization of the solutions presented and a final attempt to solicit any further ideas.
35.	S:	No, not really.	
36.	T:	Then which of these five solutions you've listed do you think is best?	A question that seeks student evaluation of the solutions presented. Notice that the teacher refrains from evaluating the solutions herself. However, the teacher could have commented on her willingness to lie for the student or contact the student's parents.
37.	S:	I don't know. I know I don't think it's fair of me to ask you to lie. I really wouldn't want to do that.	
38.	T:	How do you feel about the other four situations?	Another question that asks the student to evaluate the solutions presented.
39.	S:	I guess I don't want to count on her not calling. I don't want her to know, but I'd always be afraid of her finding out. Anyway, that's the chicken's way out.	
40.	T:	Then you'd like your mother to know the truth, but you're still not sure how you want her to find out. Either one of us can tell her.	Clarification of the student's present position. It presents the student with the final choice. By clarifying the student's position, the teacher has hastened the helping process.

Interaction		Comments
41.	S: It would be easier to have you tell her, but I think it would be best if it came from me. I want to try to start to have a more honest relationship with my mom. Anyway, I want to tell her how important she is to me.	
42.	T: I think you made a wise decision. Be sure to let me know how everything comes out. If you run into a problem, we can solve it together.	Another critical response. Here the teacher closes by communicating two important things to the student: her support and an invitation to talk with her again, which opens the door for further communications.
43.	S: I will, thank you.	

(See Long, Bibliography)

ACTIVITY 2 - NON-VERBAL OBSERVATION

Purpose: To increase your awareness of the non-verbal behavior of people with whom you interact regularly.

Procedure:

1. Observe the non-verbal behavior of someone you know and whom you see every day.
2. Each day for at least a week observe the non-verbal behavior of that person and write down your observation in a journal.

Follow-Up:

1. Were there any nonverbal behaviors that occurred repeatedly?
2. Was the person's non-verbal communication consistent with what she/he was communicating verbally?

ACTIVITY 3 - COMMUNICATION OF EMOTION

Purpose: To acquaint you with the various ways in which emotions (anger, joy) and states of being (relaxation, confusion) can be expressed non-verbally.

Activity

Procedure:

1. Each participant takes turn drawing from a hat a slip of paper on which has been written an emotion or state of being.
2. The participants must then portray to the group, nonverbally, what is written on the paper.
3. The group tries to guess what is being expressed. Emotions and states of being that could be included on the slips are: anger, happiness, hatred, relaxation, depression, mourning, tension, frustration, disappointment, disgust, confusion, worry, tiredness, nervousness, excitement, hesitation, suspicion, discouragement, hostility and joy.

Follow-Up:

1. What clues did you use to guess what was being expressed? Did you use parts of the body? General posture? Facial expression? Types of body movement?
2. Was it hard to guess what was being expressed? If so, why?

Value Clarification

"Values are the basis upon which people decide what they are for or against, or where they are going and why. In other words, they give direction to life."

Forum, Spring/Summer 1972

The Value Clarification process is based upon the belief that for something to be truly a value, it must be CHOSEN, PRIZED and ACTED UPON. It allows an individual to think about his own values, and to become more cognizant of what is important to him.

ACTIVITY I - Value Clarification Process (Theory)

Purpose - To introduce students to some of the theory of the value clarification process which they will experience in later activities.

Directions

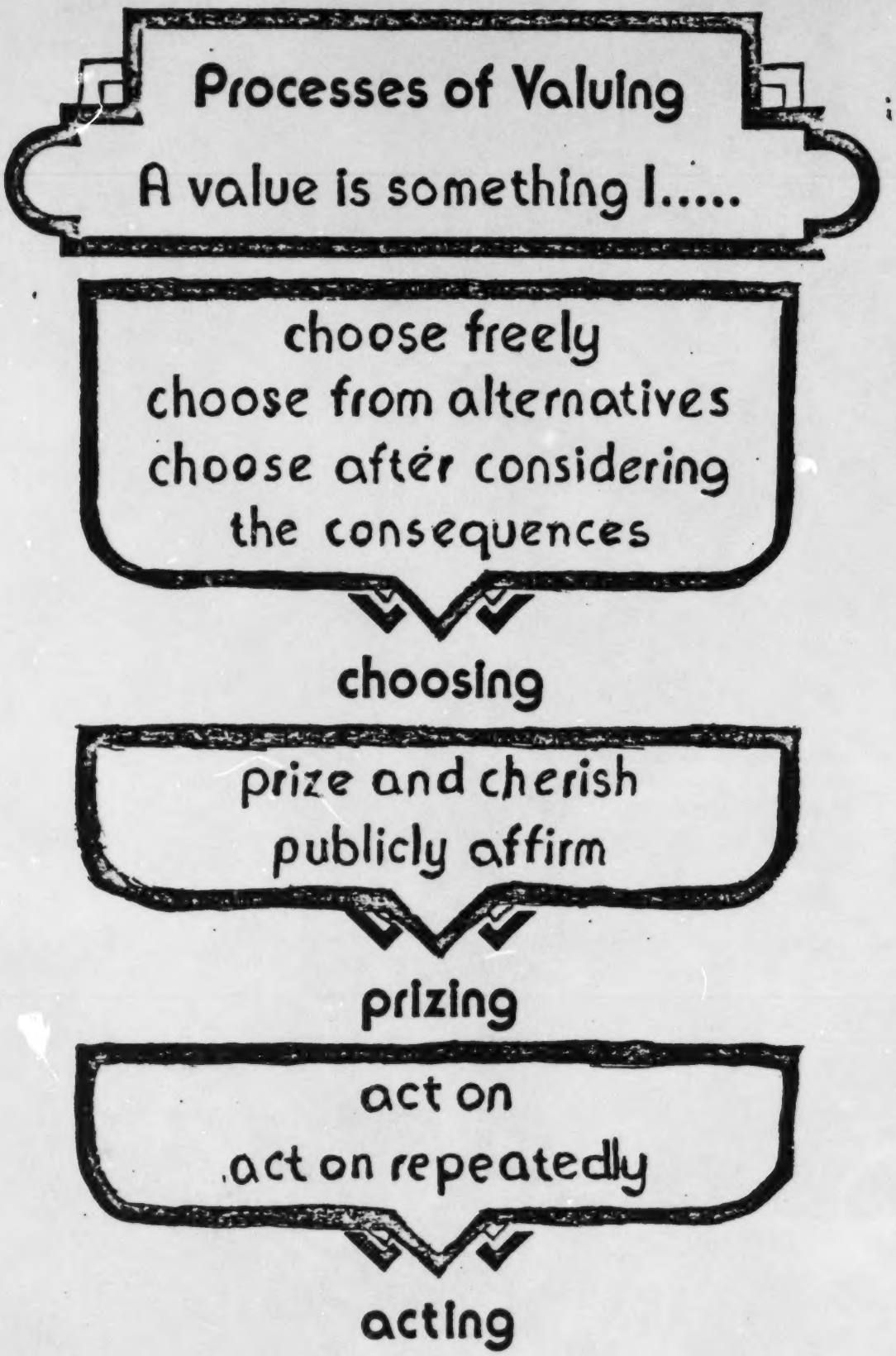
- Divide into small groups and ask them to discuss "what would you do if you were suddenly given $100.00?" (The intention is to steer participants into thinking about something they would choose freely from among many alternatives).
- Reassign students to another small group and ask them to discuss "A recent act that they did which took courage." (The intention is to discuss something they cherish and would publicly affirm).
- Reassign students to still another small group and ask them to discuss "Something they enjoy doing and try to do everyday." (The intention is to consider something which has been freely chosen and prized to the extent that the student repeats the acts.)

- Explain that students have been examining and sharing some of the processes by which they form and display their values.
- Share process diagram (following this sheet) Explain as follows:

  To be truly a value we must:

  1. Choose it freely (with no coercion).
  2. Choose from alternatives.
  3. Choose it after considering the consequences (you might ask who would be willing to describe something which they have freely chosen.)
  4. Prize it happily, positively.
  5. Be willing to affirm and share one's choice with others. (Ask what things do you feel strong and good about?)
  6. Act upon that choice (and accept the results.
  7. Repeat the act (ask how man would be willing to describe a pattern in their lives which they consciously repeat).

- Bring session to a close by suggesting that students use these criteria as a way of examining and clarifying those things in their lives that they think are important. For example, they can reflect back to their statements in the small group discussions.



Prepared by the Educational and
Consumer Relations Department,
J. C. Penney Co., 1972

ACTIVITY 2 - TWENTY (20) THINGS I HAVE TO DO

Purpose: A technique that brings to a conscious level choices about what one prizes doing. (Note: Teacher may limit number to ten.)

Directions:

- Duplicate copies of sheet for each student.
- Distribute copies and say: "From all of your activities list those which you really love to do the most. Perhaps a walk with friends, driving a car, etc. Stress that these sheets will not be turned in or graded in any way. You (the teacher) may wish to answer these yourself. Doing so will help participants realize that this is an important activity and will give an indication of how much time is needed for completion.
- Give all students time to categorize their responses using code on worksheet.
- Encourage students to draw implications from the categorizing activity. They may do this by responding aloud or on paper to the questions on the "I learned sheet."

  Important - "I Learned Sheet" provides a vehicle for focusing and synthesizing ideas. It will lead into insight into situations, about the student personally and other people.

ACTIVITY 2

20 Twenty Things I Love To Do (WORKSHEET)

KEY:

$ – an item or activity costing more than $3.00

A – an activity done alone

P – a people-oriented activity

3 – an activity which would not have been on your list 3 years ago

R – requires some kind of risk – physical, mental, emotional

F – an item which would have been on your father's list at your age

M – an item which would have been on your mother's list at your age

DATE – approximate date you last did this activity

Using the codes above, place a √ next to each item in the appropriate vertical column according to this key. (If you are using the 20 Things Worksheet draw these codes over the vertical column.)

	$	A	P	3	R	F	M	DATE
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

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ACTIVITY 2 (20 THINGS....)

I LEARNED WORKSHEET

I learned that I .....

I relearned that I.....

I affirmed that I.....

I demonstrated that I.....

I recognized that I.....

I was surprised that I.....

I noticed that I.....

I feel that I.....

ACTIVITY 3 - RANK ORDER

Purpose: A technique that forces students to rank choices according to personal preferences from among alternatives.

Directions:

- Duplicate Rank Order Worksheet for each student. Ask student to follow directions on sheet.
- The Rank Orders can be shared with the entire group by either reading them aloud or duplicating them for individual use.
  Important: Writing individual Rank Orders provides both involvement and opportunity to air issues which are relevant.

(See following page for worksheet)

ACTIVITY 3

Rank Order Worksheet

Directions: Read each question and rank alternatives below the question from: #1 (most preferred) to #3 or #4 (least preferred). This is a *forced* choice strategy to get you to consider some issues and to begin weighing some alternatives.
You may pass if you don't wish to answer.

1. In a close relationship with someone of the opposite sex, would you prefer to
_____ love more than you are loved in return
_____ be loved more than you can love in return
_____ love equally, but the relationship is dull

2. If you were a young adult and you ran into financial problems, would you
_____ apply for a loan
_____ ask your parents for money if they were willing and able to help
_____ keep quiet and carefully control where your money is going

3. What's the best way for youngsters to learn about sex
_____ from older friends
_____ from parents
_____ from courses and programs offered at school
_____ from books and magazines

4. Suppose you saw someone stealing from a store, would you
_____ do nothing and perhaps watch with some amusement
_____ try to stop him
_____ bring the action to the attention of nearby store personnel

Now try your hand at writing a few questions and alternatives.

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ACTIVITY 4 - WEEKLY REACTION WORKSHEET

Purpose: A technique to promote value thinking and growth.

Directions:

- Select a few questions from the Weekly Reaction Worksheet that seem to encourage the Value Clarification process by forcing participants to examine patterns in their lives.

  These questions may be used in several ways:

  1. Using them to prompt thinking on anything written by a student (e.g., term papers, editorials, etc.).
  2. Reading or mimeographing them and allowing small groups to discuss them, or
  3. Providing a way in which each participant can keep a "diary" of reactions, concerns and changes in his life.

- You may wish to have participants fill out a Weekly Reaction Worksheet on a set day of the week for at least six weeks.

(See following page for worksheet)

ACTIVITY 4

Weekly Reaction Worksheet

(Select and use only a few questions at a time.)

1. What was the high point of this week?

2. What did you "put off" this week?

3. Did you do anything this week requiring more than 3 solid hours? Did you prize doing it?

4. List 1-2 *ways* this week could have been better? How can you act to bring this about?

5. Identify 3 choices you made this week.

6. Were there important inconsistencies in your week?

7. Which of your "20 Things" did you act on?

8. Whom were you in emphatic agreement or disagreement with this week?

9. What is one thing you wish you had finished this week?

10. Did you make any plans for future happenings this week? How did they develop?

11. How was this week different from previous ones?

12. Which local or world events this week seem to support/contradict something you prize?

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SELF CONCEPT

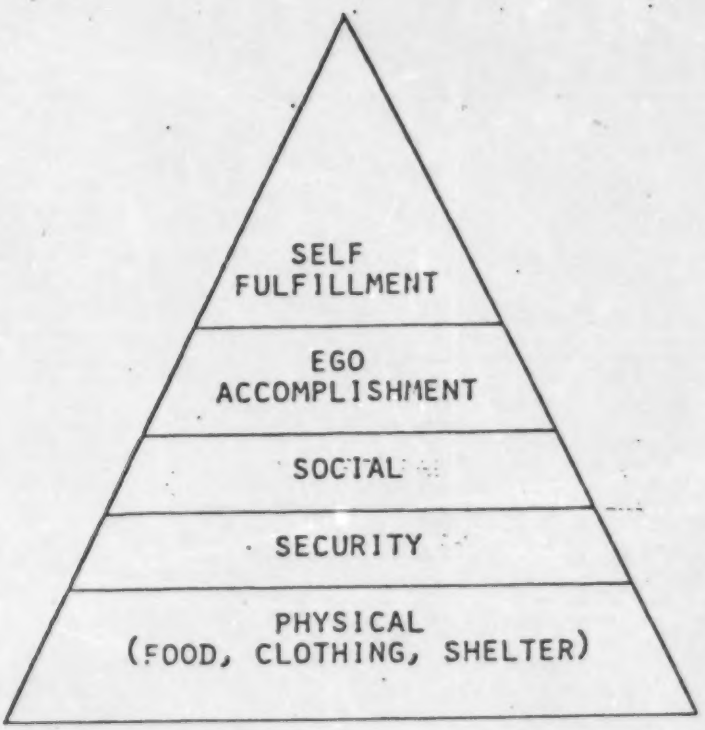
Self-concept is what an individual knows or considers himself to be. This concept is a significant determiner of how an individual responds to other people and their behavior. As an element of the self-acknowledging tendency - that is, the tendency of each person to strive to fulfill his/her potential - a need for positive regard from others develops from or emerges with the self-concept. Along with this need for positive regard from others comes a need for positive self-regard, or self-esteem (Maslow, 1973; Long,1978).

Applying a humanistic view of behavior to teacher/student relationships implies the application of these general concepts of human behavior to student behavior. Therefore, if teachers are to understand student behavior they must try to see the world as students see it. What students experience is reality for them; and any attempt to change students' behavior must focus on changing their self-perceptions and perceptions of the world (Long, 1978).

According to Rogers desired behavior of students may best be facilitated in a non-threatening or socioemotional climate, which is built on the premise that effective classroom management is a function of good teacher-student and student-student relationships. The teacher who uses an interpersonal approach is also guided by the fact that love and self-worth are the two basic needs which must be met for the students to develop a success identity. A student needs to experience success; therefore, a teacher must provide the student with an opportunity to achieve success. It may be further argued that failure kills motivation, creates a negative self-image, increases anxiety and leads to misbehavior.

The use of praise and success to motivate a student might not work if a student is hungry or otherwise physically abused at home. Needed is a theory of motivation which encompasses the biological aspects of motivation as well

as the personal and social, such as ABRAHAM MASLOW'S HIERARCHY OF BASIC NEEDS.



IMPLICATIONS FOR DISCIPLINE

Maslow's theory of human motivation demonstrates that children's basic needs for food, safety, love, and self-esteem must be met if their needs to acquire skills and knowledge are to emerge. The implications for classroom discipline are important. Hunger and neglect may be primary factors in the inability of some children to behave properly and concentrate on their work. Their hunger for food and need for safety must be reasonably gratified before they can progress through the stages of discipline. Basic needs bear a close and irrevocable relationship to classroom discipline. Teachers can improve pupil behavior by doing what is within their power to see that pupils' basic needs are met.

Empathetic teachers who can listen sensitively; who are open and accepting of their students as persons of worth, and who are genuine, real-life-size, authentic persons can reduce discipline problems (Patterson, 1973).

FEELINGS

ACTIVITY 1 - UNDERSTANDING OTHERS

Purpose: To give you practice in imagining how another person might think and feel about a situation.

Procedure:

1. Each participant in the group thinks of a problem situation she/he has faced that was particularly emotional.
2. Each person then describes the situation on a piece of paper, being careful not to include thoughts/feelings about the situation. No name or other identifying marks should be on the paper.
3. All written situations are put in a paper bag.
4. Each participant then draws a slip of paper from the bag and reads the situation to the group. She/he then tells the group how she/he believes the person who described the situation thought and felt about that situation.

Follow-up:

1. If the person whose slip was drawn wishes to do so, she/he may indicate whether the person responding to the situation was correct in his/her conclusions.
2. All participants may offer their ideas concerning the thoughts and feelings connected with the situation.

ACTIVITY 2

Diagnose, not only for reading, but

FOR FEELINGS TOO!!

Feelings

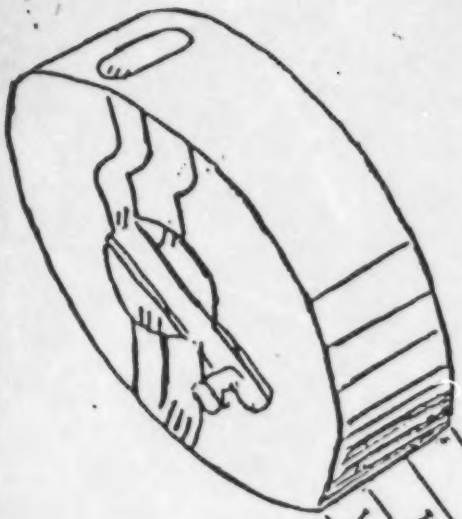
I feel especially happy when ----------
What frustrates me most is ----------
It makes me angry when ----------
It makes me sad to think about----------
I had the time of my life when ----------
I really enjoy----------
I never felt so low as when ----------
It is very hard for me to think about ----------
I hesitate whenever I----------
It's important for me to ----------
I cry when I think about ----------

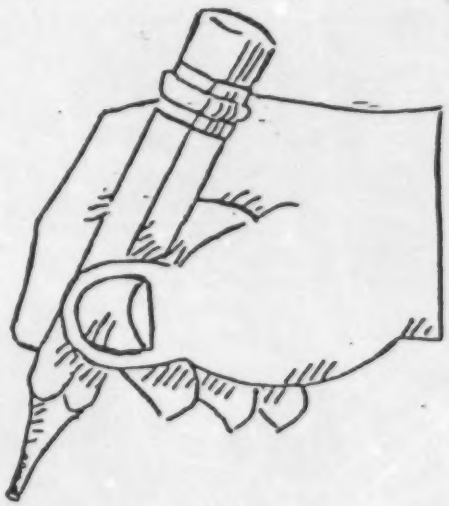
ACTIVITY 3 - SELF-CONCEPT

I'LL TAKE MY OWN MEASURE

Getting to know yourself a little better is the first step in successful acceptance of others. If you know and accept yourself just as you are, then you'll know <u>where</u> you need to expand.

After each of the following personal qualities, skills and activity preferences place a checkmark in the appropriate column.





	I have this quality now	I'd like to learn this	Not me at all
1			
2			
3			
4			
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6			
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8			
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27			

Able to sell a product or an idea
imaginative, creative
Good with tools
Able to study problems and solve them
Artistic
Good with hands, agile
Accurate in detail work
Good at grammar, spelling
Good at science, math
Concerned about the problems of people
Able to work alone with little direct supervision
Prefer outdoor work
Like routine
Able to communicate effectively
Able to work under pressure
Prefer desk work
Comfortable meeting new people
Seldom tardy or absent
Neat, attractive appearance
Prefer to work as part of a team
Tactful, courteous
Thorough
Well coordinated
Healthy, good stamina
Good sense of humor
Safety conscious
Even tempered, patient

GAMES THAT BUILD TRUST AND UNITY

"I'VE GOT A SECRET" - - - - - - - - - - - - GAME #1

Steps

A. Cut paper all the same.

B. Have each student write problem which he/she has without signing it.

C. Fold papers and have each student choose one.

D. Have each student give an answer to the problem he/she chose. (Answers may be oral or written and then read.)

COOPERATIVE SQUARES ——————————————GAME #2

(See following page.)

HOMEBASE GUIDANCE ACTIVITIES

Teachers all over the state are involved in daily activities which find them in some form of guidance with middle school students. Knowing what to do in structured guidance classes is sometimes difficult. This column will focus on providing ideas for teachers to use in classroom guidance situations. If you are doing some things you would like to share, please send them to us.

An Experiment In Cooperation: Cooperation Squares Game

Purpose

To become more sensitive to how one's behavior may help or hinder joint problem solving.

Setting

The exercise can be used by students in the upper elementary grades or above and takes about 45 minutes.

Procedure

1) Before class, prepare a set of squares and an instruction sheet for each five students. (See sheets A and B).

2) Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.

3) Ask that the envelopes be opened only on signal.

4) Begin the exercise by asking what "cooperation" means. List on the board the requirements for cooperation. Example:

Everyone has to understand the problem.
Everyone needs to believe that he can help.
Instructions need to be clear.
Everyone needs to think of the other person as well as himself.

5) Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.

6) When all or most of the groups have finished, call time and discuss the experience.

Analysis

Ask such questions as:

—How did you feel when someone held a piece and did not see the solution?
—What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?
—What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
—How did you feel about the person who was slow at seeing the solution?
—If you were that person, how did you feel?
—Was there a climate that helped or hindered?

If students have helped to monitor, they may have observations they wish to share. In summarizing the discussion, the teacher may wish to review the factors in cooperation listed at the beginning. He may also want to ask whether the exercise relates to the way the class works from day to day.

Materials

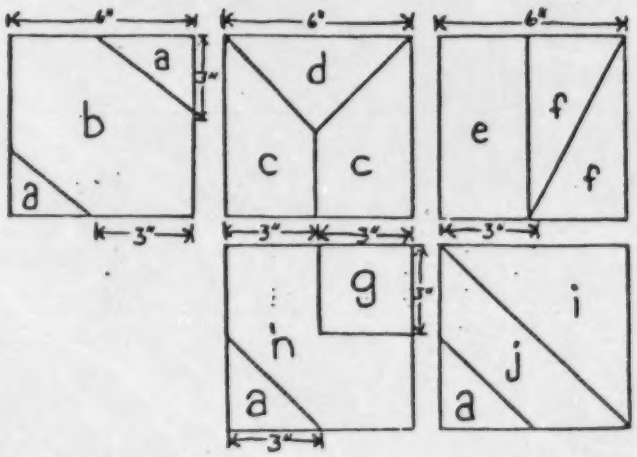
—Set of squares and instruction sheet for each five participants.
—Table for each five participants.
—Stiff paper.
—Envelopes.

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" × 6" squares as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts 'a' through 'j' and lightly pencil in the letters. Then mark the envelopes 'A' through 'E' and distribute the pieces thus:

Envelope A—i, h, e
B—a, a, a, c
C—a, j
D—d, f
E—g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" × 6" squares.



Instruction Sheet

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1) No member may speak.
2) No member may ask for a card or in any way signal that he wants one.
3) Members may give cards to others.

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A POSITIVE DISCIPLINE MODEL

William Glasser is about as far removed from the stereotype of the permissive psychiatrist as a psychiatrist ever gets. Both in his Reality Therapy and his Schools Without Failure he favors clear, firm plans for changing behavior.

Glasser does not shrink from recommending that the most difficult kids be removed from school, and extreme cases sent to juvenile hall. While he does not ignore feelings, he emphasizes behavior through a sequence of responses designed to incorporate success experiences - - - no matter how small - - for teacher as well as "Tommy."

Here are ten steps to follow in dealing with your behind-in-his-work, disruptive, doesn't-listen, never-on-time, always-picking fights Tommy (or Susan). If you doggedly follow them, you may help him change into someone who is enough improved to reward your efforts. A month is probably your minimum time commitment; certainly you're not likely to see progress before that. But if the slow progress tempts you to give up, consider this question: What do you have that is better? (Glasser)

Glasser's Ten Steps to Discipline (A.V. Kit - See Resources)

Step 1:	WHAT AM I DOING?
Step 2:	IS IT WORKING? If not, stop doing it.
Step 3:	RECOGNITION (Give the student "the time of day")
Step 4:	WHAT ARE YOU DOING?
Step 5:	IS IT AGAINST THE RULES?
Step 6:	WORK IT OUT (And make a plan.)
Step 7:	ISOLATE FROM THE CLASS - - within the classroom. (Elementary school only)
Step 8:	OUT (In-school suspension)
Step 9:	SEND THE STUDENT HOME
Step 10:	GET PROFESSIONAL HELP

Glasser's Ten Steps (Continued)

Discussion Questions:

For teachers - -

1. Why do you suppose the first two steps center on the teacher and not the student?

2. Dr. Glasser regards Step 3 as the most critical step in the process. Do you agree that "giving the student the time of day" is important? Why, or why not?

3. Does this 10-step process build responsibility in the student? If so, how?

4. Why do you think Dr. Glasser emphasizes a non-punitive attitude in disciplining students? Is being non-punitive the same as being permissive?

5. Step 7 suggests isolating the student within the classroom. What alternative methods of in-class isolation might you use other than the chair/ "castle" depicted in the filmstrip?

6. According to Dr. Glasser, the student should be isolated from the class until he/she is willing to "work it out". How long should the teacher wait for this to occur?

7. Would there be any difference between using the 10-step approach with high school students and using it with elementary school students? If so, what would these differences be?

For principals - -

1. How important is it that schoolwide discipline be consistent? If consistency is desired, what conditions are necessary for it to occur successfully?

2. What is the principal's role in directing, implementing, and supporting school discipline?

3. Miss Williams sent Brian to talk with the principal when he continued to disrupt in class. Do you think she knew what would occur between Brian and Mr. Schmidt? Do you think that Mr. Schmidt and Miss Williams talk on a regular basis about discipline? When and how might such discussion occur?

For parents - -

1. Can and should Dr. Glasser's "10 steps" be practiced in the home? If so, how, and to what degree?

2. What role can parents play in maximizing the effectiveness of school discipline?

3. Should parents be involved in school discipline only when problems occur? How might they be involved positively when a child's behavior is improving or continues to be good?

Classroom Application:

Select one student in your class who exhibits disruptive behavior and implement Steps 1-3 of Dr. Glasser's model with him/her for three days. What changes do you notice in your own attitude and behavior? What changes do you observe in the student? Develop a plan for using the entire 10-step technique with the student (Glasser's Ten Steps to Discipline--A.V.).

Dealing with Discipline Problems (Film Summary)

In this film, Dr. William Glasser explains his Reality Therapy approach to handling school discipline. Realistic classroom situations illustrate Dr. Glasser's remarks throughout the film. As he begins his presentation, Dr. Glasser identifies five conditions which should be present in all schools in order for effective discipline to occur. These conditions have to do with creating a fair and pleasant school climate in which both students and faculty contribute to making and enforcing reasonable rules.

In Dr. Glasser's book, The Identity Society, he defines Reality Therapy in the following way: It is "a system of ideas designed to help those who identify with failure learn to gain a successful identity; and to help those already successful to maintain their competence and help others become successful."

There is nothing mysterious or new about Reality Therapy--indeed, good teachers have been instinctively using the method for years. It involves a warm and personal, yet firm approach to working with youngsters. The teacher acts as a facilitator, helping the student to assume responsibility for his/her present actions, and suggesting realistic ways in which the student can improve. At every step of the process, the teacher lends support by encouraging, not accepting excuses, suggesting alternative plans, and never giving up on the child's capacity for positive change.

Note: Film available in APS Film Library and Teacher Corps Resource Center.

SOME TYPES OF CONTROL TECHNIQUES

A practical problem: What are some control techniques that have proved effective in stopping deviancies in certain situations?

Two students are working together on a report at the back of the room. Somehow, they have gotten off the track and are conversing and giggling so loudly that many others in the class are distracted. The teacher must decide what to do.

Teachers frequently have to deal with basically well-behaved students who suffer such momentary lapses in their self-control. Several techniques have been found helpful in this type of situation.

1. Signals such as a finger on the lips or a "frowny" shaking of the teacher's head.
2. Moving nearer the noisy pair could remind them of the proper classroom decorum.
3. Using humor as a technique and such remarks as, "I didn't know the Debate Sociey was meeting back there."
4. Boosting the students' interest by declaring, "That's a pretty important report you're writing. May I see how it's coming along?
5. Deverting their attention back to the report by asking, "Have you thought of using the new encyclopedia, etc., to answer some of your questions?"
6. Ignoring the noise for a moment if you believe that the noise will soon subside by itself. (Meihofer, 1974)

Ignoring Misbehavior

The inability to ignore is the great weakness of many otherwise good teachers. According to L. N. Tanner, ignoring might be the best technique when:

1. The breach of conduct is momentary.
2. The misbehavior is not serious or dangerous.

3. Drawing attention to the incident could interrupt the class or ruin the learning atmosphere.
4. The pupil is usually well-behaved.

The test of a wise decision is whether the class goes on without interruption. (Tanner, 1978).

CLASSROOM ORGANIZATION

1. Management Factors in the classroom:

The teacher is responsible for seeing that certain routines are carried out in an effective and efficient manner in the classroom to create and maintain an atmosphere conducive to learning. A class period can be conceived of as having three segments: (a) the opening phase, (b) the main instructional activity (phase), and (c) the closing phase.

(a) Opening Phase:

(1) A short quiz of five or ten minutes duration.

(2) A statement or question about which the students must write their reaction.

(3) Have a student read a subject-related selection of interest to the class or give a brief oral report.

(4) Have a student give a review or summary of the previous day's work.

(5) Do not pass out test papers at this time when the students have performed poorly.

(6) Have a few notes on the board to be copied about a new lesson.

(b) Main Instructional Phase:

(1) Have all materials ready. Anticipate the need.

(2) Give clear detailed directions and see that they are followed.

(3) Do not be a desk-bound teacher.

(4) Have students remove all materials not needed for that activity.

(5) Include all students in some type of activity.

(6) Provide additional activities designed to engage the attention of those students who finish before others.

(7) Develop questioning strategies designed to make students dig beneath the "fact" answers to those requiring critical and analytical thinking.

(8) Do not allow one nor a few students to dominate a class discussion.

(9) Thoroughly understand the subject matter and use various methods of presentation.

(10) Never use academic work as a form of punishment. Learning experiences should be wholesome and enjoyable.

(c) Closing Phase:

Just as the beginning of a class or activity period should be organized, so should the closing phase. Some problems are created by not allowing adequate time to take care of activities such as:

(1) Proper reordering of the room for the next period or activity.

(2) The collection and storage of materials and supplies.

(3) The review of materials covered, or of future assignments previously made.

(4) The orderly dismissal of the class.

2. Physical Factors:

The physical environment of the classroom can affect the behavior of students. A physically uncomfortable student can easily become irritable, restless and disruptive. Room temperature, proper ventilation and lighting should always be adequate. Seating arrangement and seating charts are especially helpful while learning students' names. Desk and tables should be arranged so that students do not disturb each other in moving about. This also makes it possible for the teacher to move about the room to offer individual or group assistance.

Decorations, such as bulletin boards, should be attractive and related to the class work. Yellow is a good background color to use with dark print or colored pictures.

Flowers and other displays that are not to be handled by the students should be attractively arranged out of the way of regular activity, such as on top of cabinets or display shelves.

Be A Good Manager

How then, does a good manager act? More to the point, how do teachers who get their classes working and behaving, behave themselves? The following are some of the ways they appear to act and perceive their role:

1. Order is viewed as a part of the instructional process. By giving directions and asking questions the good manager can do two things at once, get pupils to do their work and handle individual misbehavior that is not serious (but could be if allowed to get out of hand).
2. Discipline is task-focused instead of person-focused. Pupil behavior or misbehavior is discussed in terms of the goals and requirements of the lesson. (If Johnny is misbehaving he is told that if he does not listen he will not understand the work. He is not told that his antics are giving his teacher a migrane headache.)
3. Related to the foregoing, good managers guide pupils rather than criticizing them.
4. The teacher is prepared to teach. Preparedness means that the teacher knows what he or she is doing and is, therefore, an authority. Children and adolescents cannot be fooled. They know if the teacher is prepared. While preparedness can invest the teacher with authority, lack of preparation diminishes authority and invites behavior problems. This is

easy to understand from the pupils' standpoint. Why behave if there is nothing worthwhile to do in class?

5. "Withitness," communication by the teacher to the class that he or she knows what is going on and "overlapping," the ability to attend to two classroom issues at once, are two proficiencies for good managers. (Kounin, 1970).
6. Teachers who want to be good managers should be aware of and use available classroom support. The use of teacher aides, specialists, remedial teachers, supervisors, and media can result in more efficient classroom management (Tanner, 1978).

A videotape study by Jacob S. Kounin showed that there are a number of managerial techniques which are associated with students who have high learning activity involvement and low deviancy rates. The following principles should help you apply these findings.

1. Make your transitions smooth and avoid mistakes involving stimulus-boundedness, thrusts, dangles, truncations and flip-flops.
2. Keep your lessons moving right along and avoid unnecessary slowdowns involving either overdwelling or fragmentation.
3. Keep your students alert by using suspense, random recitation, mass unison responses, recitation evaluation and presentation of unusual materials.
4. Make your students accountable for their learning performances by requiring production inspection, unison recitation monitoring, and skill demonstration.
5. Keep your lessons interesting by introducing variety in all aspects of your clasroom operation.
6. Pay close attention to the behavior of your students so that you can discipline the right deviants, act promptly, and control major deviancies.

7. When you are called upon to handle overlapping situations, be sure to alternate your attention between both constantly (Kounin,1970).

As you increase your skill in these managerial techniques, your students will become more involved in their lessons and engage in fewer misbehaviors.

Pages 105-109 contain copyrighted material and is not available for ERIC reproduction. The section is: "Classroom Management that Works in Inner-City Schools," by Richard L. Simms and David Boger. Contemporary Education; v50 n1, Fall, 1978.

IX. RESOURCES

Combs, Arthur W. Florida Studies in the Helping Professions. Gainesville: University of Florida Press, 1969.
A series of studies (studies include teachers, students, nurses, counselors and Episcopal Priests) designed to discover the nature and practice of effective helping relationships. The chapter, "The Perceptual Organization of Effective Teachers," is recommended.

Cooper, James M. et. al. Classroom Teaching Skills: A Handbook. Lexington: D. C. Heath and Company, 1977.

ESAA Human Relations Staff. Human Relations Project SAVE Program. Tampa, Florida: Hillsborough County Public Schools, 1978.
An intervention program in human relations to save a target group of secondary students who are headed for suspension or who have been suspended.

Gnagey, William J. Maintaining Discipline in Classroom Instruction. New York: Macmillan Publishing Company, 1975.

Kounin, Jacob S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart and Winston, 1970. (See Tanner, 1978, for reference).

Long, Lynette. Listening! Responding: Human Relations Training for Teachers. Belmont, California: Wadsworth Publishing, Inc., 1978.
Emphasis on attitudes and philosophy by method and technique that teachers can use in the classroom. A "do it yourself" approach to training in human relations.

Maslow, Abraham H. The Farther Reaches of Human Nature. New York: Viking Press, 1973.
Excellent examples and definitions of terms, "self actualization," "peak experiences," and "hierarchy of needs."

Meihofer, Susan S., ed. The Student and the Learning Environment. Washington, D.C.: National Education Association, 1974.
Discussion and suggestions for altering the classroom environment to improve the possibilities of learning as well as understanding interactions of students with students and students with teachers.

Nordy, Vernon J. and Hall, Calvin S. A Guide to Psychologists and Their Concepts. San Francisco: W. H. Freeman and Company, 1974.
Written for the general reader and student with a minimal background in psychology. Presents brief biographies of persons whose thinking has been influential in establishing the conceptual horizons of psychology.

Patterson, C. H. Humanistic Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
Emphasizes the need for teachers to create a "non-threatening" environment for students' self-exploration. These teachers are understanding (empathetic), elicit respect, and project genuineness.

Prutzman, Priscilla, et al. The Friendly Classroom for a Small Planet. Minneapolis, Minnesota: Avery Publishing Group, Inc., 1978.
A handbook on creative approaches to living and problem solving for children.

Rogers, Carl R. On Becoming A Person. Boston: Houghton Mifflin Company, 1961.
Contains a series of papers on dealing with the tensions in human relations: client-centered therapy.

Simms, Richard L. and Boger, David. "Classroom Management that Works in Inner-City Schools." Contemporary Education, Fall 1978, pp. 24-28.
Discussion of discipline problems frequently found in inner-city schools, and suggestions for dealing constructively with such problems.

Tanner, Laurel N. Classroom Discipline for Effective Teaching and Learning. New York: Holt, Rinehart and Winston, 1978.
A practical guide of disciplinary concepts, practices and techniques for classroom management.

AUDIOVISUAL MATERIALS

Films

03000994 *Dealing with Discipline Problems. 30 min. color Media Five, 1973.
Demonstrates proven techniques for handling many of the most common school discipline problems.

03000995 What is Discipline Anyway? 29 min. color Media Five, 1973.
Key educators provide a revealing montage of viewpoints around the central theme of school discipline.

Kits (Filmstrips and Cassettes)

KT371.102 Classroom Group Management. Color National Education Association, 1974.
Identifies the teacher's role as manager, focusing on the necessity to initiate a structure and provide consideration for all students in order to insure effective learning.

KT371.5 *Glasser's Ten Steps to Discipline. 18 min. Color Media Five, 1978. (T. C. Resource Center only).
A witty presentation, with several classroom scenes, illustrating a ten-step approach to dealing with common discipline problems.

KT370.112 Humanizing the Classroom: A Rationale for Opening Education. Color. University of Florida, 1976.
Basic beliefs of humanistic psychologists on such topics as self-concept, decision-making, rights and responsibilities and implications for education.

KT 140 Introduction to Value Clarification. (Transparencies and cards) J. C. Penney, 1972.

Strategies which explain the value clarification process and encourage thinking about value-laden choices. Focus is on two questions: (1) What is important to you? and (2) What do you value?

KT371.5 Positive Discipline: Theory and Practice. Parts I and II. University of Florida, n.d.

Introduction to principles of behavioral psychology and classroom management strategies for practical application.

NOTE: Films are available in Atlanta Public Schools Film Library.
Kits are available in Atlanta Public Schools Professional Library.

*Also available in Teacher Corps Resource Center (ISC).